DOCUMENT RESUME

ED 182 431 CE 023 595

AUTHOR Farris, Charlotte J.
TITLE Vocational and 4-H Youth Group Members Knowledge and Attitudes Concerning Expanding Roles.
INSTITUTION State Univ. of New York, Ithaca. Coll. of Human Ecology at Cornell Univ.
SPONS AGENCY Extension Service (DOA), Washington, D.C.; New York State Cooperative Extension Service, Albany.; New York State Education Dept., Albany. Div. of Occupational Education Instruction.
PUB DATE Sep 78
NOTE 27p.; For a related document see CE 023 593
AVAILABLE FROM Project MOVE, State University of New York College of Technology, 871 Court Street, Utica, NY 13502 ($1.00).

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adolescents; Changing Attitudes; Family (Sociological Unit); Females; Labor Force; Males; *Secondary School Students; Sex Differences; *Sex Role; Social Change; State Surveys; *Student Attitudes; Student Organizations; *Vocational Education; Youth Clubs
IDENTIFIERS 4 H Clubs; New York; Project MOVE

ABSTRACT

A survey research study was conducted to determine the range and attitudes of youth in New York State vocational and 4-H organizations concerning traditional and changing sex roles. The survey instrument consisted of two parts: a short multifactor true/false quiz to sample knowledge of changes in male and female participation in employment, family, and marriage situations (test-retest reliability .55) and an attitude measure on the same variables plus educational and social activities (Spearman-Brown .62 reliability). Random sampling techniques, including stratification for region and vocational group, were used for every organization except 4-H. A total of 1218 scorable surveys were returned: 862 from females, 356 from males. Although knowledge among the respondents appeared to increase with age, survey results indicated that youths are not as knowledgeable as adults about changes in the labor force and the family and that they tend to hold traditional sex role expectations. Attempts to promote more liberal sex-role attitudes have apparently been more successful with females, since males were significantly less knowledgeable and more traditional in attitudes about changing roles. Further research should concentrate on reasons for the differences in response among the sexes and appropriate intervention strategies. (Author/MEK)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED182431

NEW YORK STATE COLLEGE OF HUMAN ECOLOGY
A Statutory College of the State University
Cornell University, Ithaca, New York
DEPARTMENT OF COMMUNITY SERVICE EDUCATION

VOCATIONAL AND 4-H YOUTH GROUP MEMBERS KNOWLEDGE AND ATTITUDES CONCERNING EXPANDING ROLES

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Charlotte J. Farris

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

A Survey Funded By:

Division of Occupational and Adult Education
New York State Education Department

New York State
Cooperative Extension Service

SEA - Extension
U.S. Department of Agriculture

Charlotte J. Farris
Project MOVE Director
Assistant Professor
Community Service Education

September, 1978

CE 023 595

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Background

This survey's major purpose was to determine if the knowledge and attitudes demonstrated by members in New York State vocational and occupational education student organizations and 4-H clubs reflect sex stereotyped or expanded role expectations. It is hoped that the results of the survey will be of value to youth group advisors as they carry out their very important roles of leading and guiding young people through a critical period of human development.

Members of vocational education clubs, 4-H and other youth organizations are typically in the transitional period of adolescence; they are no longer viewed as children, but they are not yet considered adults. A major purpose of these organizations is to help prepare youth for their adult roles. However, adolescents have been found to have traditional and unrealistic expectations for their adult lives. In today's society, adult roles are rapidly changing. The work and family roles that men and women can and need to assume are expanding. In contrast to limited sex-stereotyped role expectations, expanded role expectations allow individuals to consider and assume occupational and family roles ordinarily delegated to a member of the other sex.

Research indicates that sex-role stereotyping is reflected in the knowledge and attitudes which adolescents have about marriage, family and the labor force. More males than females indicate a "woman's place is in the home" and are unaware of the increased number of women in the labor market.[1] Though more than half of all women between the ages of 18 and 65 are employed and nine out of ten adolescent girls can expect to be in the labor market, adolescent females tend to demonstrate limited occupational awareness and expectations.[2]

Vocational and occupational education student organizations, 4-H, and various other youth organizations provide learning opportunities in both the educational and social areas. Yet, most of these organizations are not truly coalescent; the enrollment patterns of many of them tend to reflect sex-stereotyped occupational and family role expectations.

These organizations can greatly influence young people's expectations; they therefore can become the medium through which adolescents learn about the effects of sex-role stereotyping. When young people are not pressured by sex-stereotyped expectations for themselves and others, they can view various occupational and family activities as appropriate for all human beings rather than categorizing activities only on the basis of sex. Free from sex-stereotyped expectations, young people of both sexes can enter into occupational and family activities according to their needs and interests.

The Questionnaire

Major considerations in the development of the instrument included the need to have a short instrument, easy to respond to, that would sample knowledge and attitudes about various aspects of changing roles. For advisors to use club time to administer the questionnaire, the length would need to be minimal. Ease in responding was critical for obtaining accurate responses. Items would need to refer to males, females, and both in sampling knowledge and attitudes about changes in employment, family, marriage, education and social situations.

On this basis, the survey instrument was developed in two parts. One part consisted of ten true-false items which sampled knowledge of changes in employment, family, marriage and relationships between these for men, women and both sexes.

The second part consisted of twelve statements to measure attitudes about employment, family and marriage plus education and social activities.

The four responses provided for the attitude statements were strongly agree, mildly agree, mildly disagree and strongly disagree. Seven of the items were stated negatively and scored in reverse. Scoring of responses was weighted with a three for the most expanded (liberal) response, a two for an expanded, a one for a traditional (conservative) response and a zero for the most traditional (conservative) response. A maximum score of thirty-six represented the most expanded attitude. A copy of the survey instrument is provided in Appendix A.

Because of the number of areas of knowledge being tested by the knowledge quiz, the instrument was considered as multi-factor and a test-retest rather than a split-half procedure was used to obtain estimated reliability. A group of thirty-one vocational-occupational students responded twice to the test with ten days between testings. Total score test-retest reliability obtained was .55 (Pearson product moment correlation). A minimum reliability of .50 is recommended for evaluating group accomplishment.[3] With the exception of one item, reliability of items ranged from .55 to .87.

Reliability obtained for the attitude test using the equal length Spearman-Brown formula was .62. Though higher estimated reliabilities would have been desirable for both parts of the survey, the obtained estimates were considered fairly adequate in respect to the limited number of items, the many factors measured by both parts and in terms of the purpose of the survey.

Youth Who Were Surveyed

There are six youth organizations representing the six vocational occupational curriculum areas. These consist of the Future Homemakers of America and Home Economics Related Occupations (FHA/HERO), Future Farmers of America (FFA), the Future Business Leaders of America (FBLA), Health Occupations Students Association (HOSA), Distributive Education Clubs of

America (DECA), and the Vocational Industrial Clubs of America (VICA). Copies of the questionnaire were sent to a random sample of clubs from each of these six organizations. The sampling technique used also provided for regional representation of each club.

The return rate represented slightly more than 50 percent of the distributed questionnaires. Unfortunately, some of the returned questionnaires were not usable. The return rate was fairly satisfactory considering that the questionnaires were sent at the end of the 1978 school year when some clubs were no longer having meetings.

Using random sampling techniques for distributing the questionnaire to 4-H members was not feasible due to time and cost limitations. Copies of the questionnaire were sent to 4-H leaders in several counties and distributed to 4-H youth attending the 4-H Congress meeting held on Cornell's campus in June 1978. It should be noted that findings for the 4-H respondents could be limited due to possible characteristics of the group attending the conference. Because these young people had decided to attend a meeting of this type, they might be more active in their organizations, more open to new experiences and possibly more knowledgeable and aware of societal changes than those members who did not attend.

Table 1 provides numbers and percentages by sex for each organization and the percent of the total sample which each one represents of the 1,200 plus respondents, approximately 29 percent were male and 71 percent female.

The fact that the majority of these clubs have traditionally been comprised of one sex or the other is reflected in the percentage of Table 1. Each vocational organization was represented by three or more clubs, with the exception of VICA. The 4-H respondents represented quite a large number of clubs.

TABLE 1

NUMBER AND PERCENT OF RESPONDENTS BY ORGANIZATION AND SEX

ORGANIZATION	MALES NO.	MALES %	FEMALES NO.	FEMALES %	% OF TOTAL RESPONDENTS
FHA	18	12.6	125	87.4	11.7
FFA	125	80.1	31	19.9	12.8
DECA	38	41.8	53	58.2	7.5
VICA	10	32.3	21	67.7	2.5
HOSA	2	3.0	64	97.0	5.4
FBLA	15	11.5	115	88.5	10.7
4-H	148	24.6	453	75.4	49.3
TOTAL NO.	356		862		

Representation by school grade level is provided in the following table. The proportion of the total sample represented for each grade increased slightly with the grade level. Representation of sixth through eighth grades was made up primarily of 4-H and FHA members.

TABLE 2

NUMBER AND PERCENT OF RESPONDENTS BY GRADE

	GRADE 6-8	9	10	11	12
NUMBER OF RESPONDENTS	80	181	240	283	306
PERCENT OF TOTAL	7.3	16.6	22.0	26.0	28.1

RESULTS OF KNOWLEDGE QUIZ

As a total group, the 1,200 youth had an average score of 6.45 correct out of a possible 10 questions (64.5%). This is somewhat higher than the average score of approximately 59% correct obtained by students of vocational teachers participating in Project MOVE's in-service course. (Their students responded to a quiz which included twice as many items and which had a more difficult reading level.)

The total score for the knowledge test increased as the grade level increased with the following exception: the sixth through eighth grade group had as high an average score as the twelfth graders. The lower grade levels were represented mainly by 4-H and FHA youth. The high score of the lower grades might be the result of the respondents for these grades representing a population segment with higher academic ability, more knowledge and less stereotyped perceptions of how men and women participate in work and family roles; it could also be a combination of these factors.

The following table presents the average score for each item by organization and for the total respondents. More than 80 percent of the total group responded correctly to item one (re: high rate of teenage divorce) and item two (re: married couples having fewer children). Scores among organizations for these two items do not differ greatly.

No appreciable differences among organizations on average socre for most of the items were apparent. Differences which exist among organizations could be a result of the sample size, composition by sex and the curriculum focus of the organization.

Less than 50 percent of the total responded correctly to items three, five and six. These findings are similar to results obtained by the vocational teachers participating in Project MOVE's in-service course.

TABLE 3

Knowledge Item Averages by Organization and for Total Respondents

Item	FHA	FFA	DECA	VICA	HOSA	FBLA	4H	TOTAL
1. Mean	.86	.77	.79	.87	.76	.76	.85	.82
S.D.	.35	.42	.41	.34	.43	.43	.36	.38
2. Mean	.76	.85	.80	.71	.77	.88	.87	.84
S.D.	.43	.35	.40	.46	.42	.32	.33	.36
3. Mean	.45	.47	.52	.50	.53	.51	.46	.47
S.D.	.50	.50	.50	.51	.50	.50	.50	.50
4. Mean	.59	.54	.58	.71	.74	.69	.64	.62
S.D.	.49	.50	.50	.46	.44	.46	.48	.48
5. Mean	.43	.43	.56	.64	.47	.47	.42	.44
S.D.	.50	.50	.50	.49	.50	.50	.49	.49
6. Mean	.53	.57	.51	.32	.41	.50	.46	.48
S.D.	.50	.50	.50	.47	.49	.50	.50	.50
7. Mean	.66	.65	.60	.73	.79	.78	.65	.67
S.D.	.47	.48	.49	.45	.41	.42	.48	.47
8. Mean	.61	.65	.63	.68	.77	.74	.72	.69
S.D.	.49	.48	.49	.47	.42	.44	.45	.46
9. Mean	.71	.72	.72	.71	.70	.72	.75	.73
S.D.	.45	.45	.45	.46	.46	.45	.43	.44
10. Mean	.60	.63	.57	.55	.59	.70	.68	.65
S.D.	.49	.48	.50	.50	.49	.46	.47	.47
Total No. Respondents	143	154	91	31	66	131	619	1240

The results indicate the majority of adolescents do not know that women earn considerably less than men for equal work, that unemployed men do not have the education or skills necessary for many of the jobs held by women and that men generally do not complain about working for a woman.

A table in Appendix B provides the average response for the knowledge quiz items by sex for all vocational organizations and 4-H youth. No major differences between the males of the two groups was apparent, nor between the females of the two groups.

The graph in Figure 1 presents the average scores for each item by sex. The item with the largest difference between males and females was number four which stated that husbands spend a great deal more time on household chores when their wives are employed outside of the home. More females than males are aware that this is not true. Males had lower average scores than females for the majority of items. One exception was their higher score for item six, indicating females are more apt to believe men would react negatively to working for a woman.

FIGURE 1

KNOWLEDGE ITEM AVERAGES BY SEX

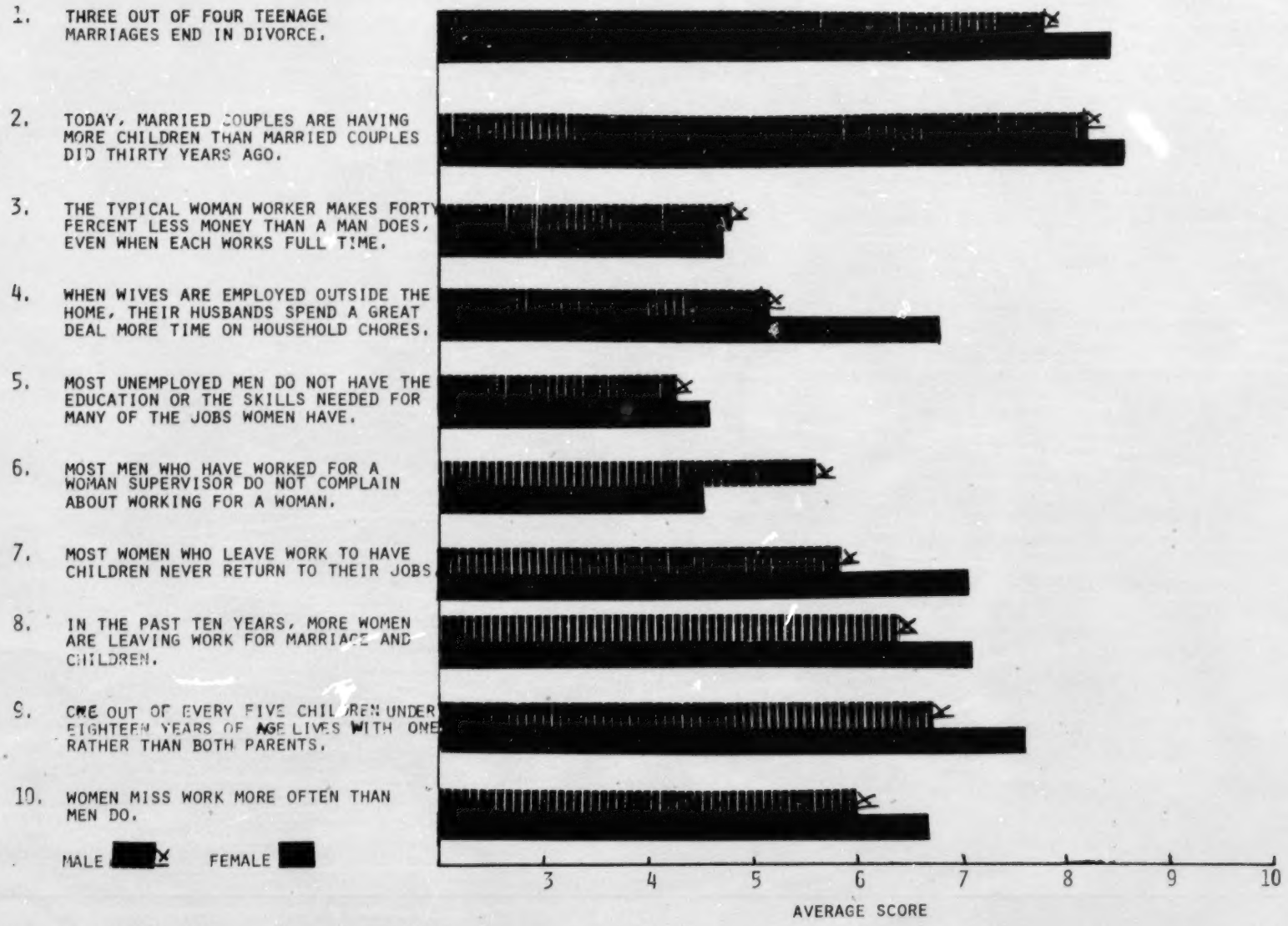

TRUE-FALSE ITEMS
1. THREE OUT OF FOUR TEENAGE MARRIAGES END IN DIVORCE.
2. TODAY, MARRIED COUPLES ARE HAVING MORE CHILDREN THAN MARRIED COUPLES DID THIRTY YEARS AGO.
3. THE TYPICAL WOMAN WORKER MAKES FORTY PERCENT LESS MONEY THAN A MAN DOES, EVEN WHEN EACH WORKS FULL TIME.
4. WHEN WIVES ARE EMPLOYED OUTSIDE THE HOME, THEIR HUSBANDS SPEND A GREAT DEAL MORE TIME ON HOUSEHOLD CHORES.
5. MOST UNEMPLOYED MEN DO NOT HAVE THE EDUCATION OR THE SKILLS NEEDED FOR MANY OF THE JOBS WOMEN HAVE.
6. MOST MEN WHO HAVE WORKED FOR A WOMAN SUPERVISOR DO NOT COMPLAIN ABOUT WORKING FOR A WOMAN.
7. MOST WOMEN WHO LEAVE WORK TO HAVE CHILDREN NEVER RETURN TO THEIR JOBS.
8. IN THE PAST TEN YEARS, MORE WOMEN ARE LEAVING WORK FOR MARRIAGE AND CHILDREN.
9. ONE OUT OF EVERY FIVE CHILDREN UNDER EIGHTEEN YEARS OF AGE LIVES WITH ONE RATHER THAN BOTH PARENTS.
10. WOMEN MISS WORK MORE OFTEN THAN MEN DO.
MALE
FEMALE
3
4
5
6
7
8
9
10
AVERAGE SCORE

Table 4 presents the average total score by sex. The statistical test for the difference between males and females average total score on all ten items was significant at the .000 level. This is interpreted to mean that in only one in one thousand instances would the lower average total score of the males be obtained by chance. This finding is supported by other research reporting females are more aware of these changes in the labor force and family than males.[4]

TABLE 4

AVERAGE KNOWLEDGE SCORE BY SEX

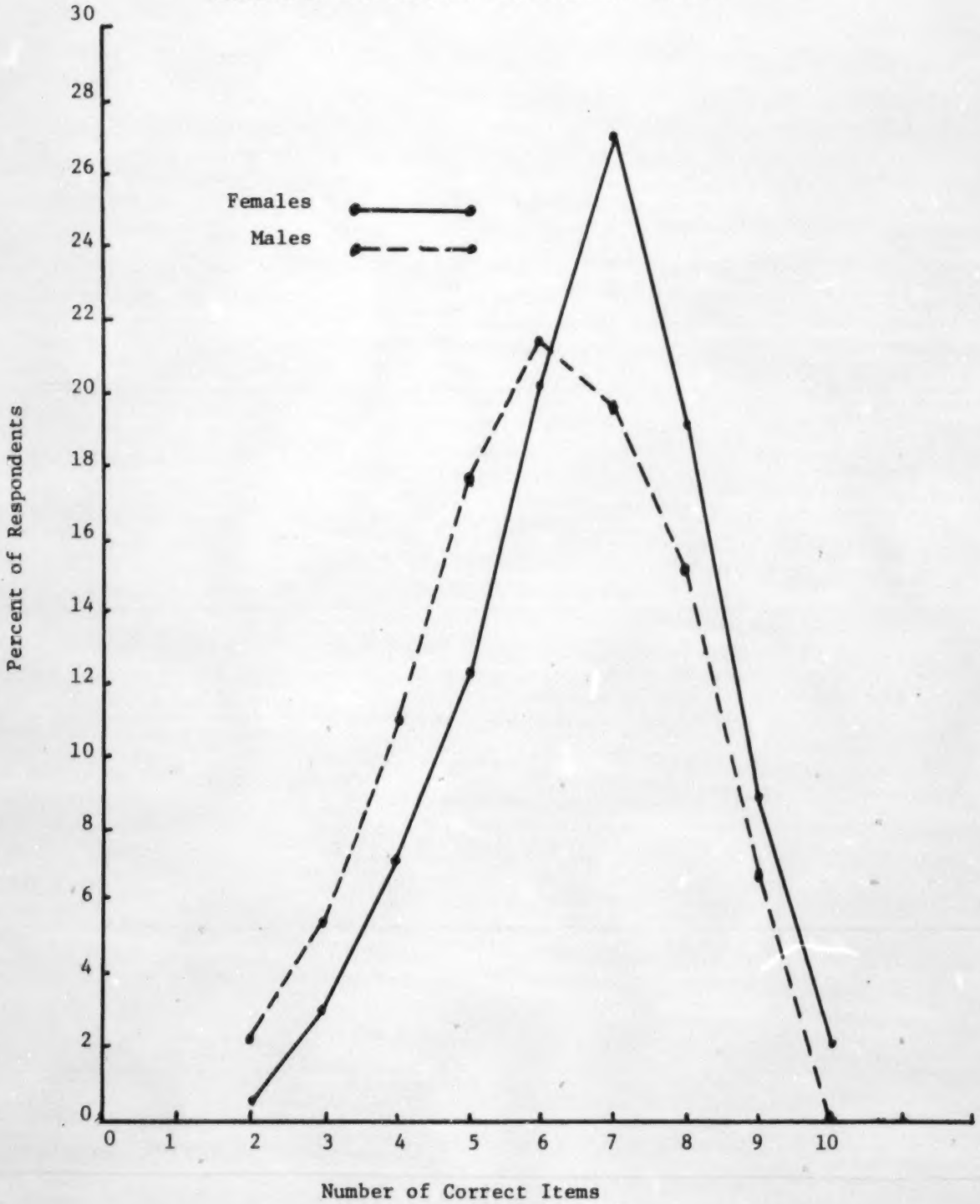
	FEMALES	MALES
AVERAGE SCORE	7.01	6.33*
STANDARD DEVIATION	2.77	2.57
NUMBER OF RESPONDENTS	862	352

The percent of respondents obtaining each possible score for the knowledge quiz is displayed by sex in Figure 2. Forty-three percent of the females and 58 percent of the males had a score of six or less. A larger percent of females than males consistently had higher scores.

* Significant at the .000 level using a 2 tailed independent t with 712 d.f. The t was calculated with separate rather than pooled variance estimate due to unequal n's and differences in the variances of the groups.

Figure 2

PERCENT OF RESPONDENTS FOR KNOWLEDGE SCORES



RESULTS OF ATTITUDE SCALE

The entire group of 1,200 youth had an average score of 23.88 out of a possible score of 36. A higher score indicates more liberal or expanded attitudes. A total score of 18 would be half-way between traditional (conservative) attitudes and expanded (liberal) attitudes. No noticeable differences or trends were apparent for average attitude scores when examined by grade level.

Table 5 presents the average score for each item by organization and for all the respondents. An average score of less than 1.5 indicates mild disagreement and a score less than .5 indicates strong disagreement with statements about equal treatment and opportunity for both sexes.

On the average, respondents had higher or more liberal average scores on items two and six. Both of these items relate to women developing occupational skills. A third item which received a high or more liberal average response from the total group was number eleven which asks about males needing homemaking and child care skills.

In contrast to the higher responses for the above three items, two of the items which were viewed more conservatively considered social behaviors (items 1 and 7). Paying one's own way on a date or swearing in public are viewed as less acceptable behaviors for women than for men. The group also tended to feel that there are some jobs for which men should be hired or promoted over women (item 9). The average responses concerning a wife helping support a family and a man being a homemaker were between neutral and agree (items 3 and 4).

Most of the differences in average responses among organizations reflects the sex that predominates in club membership and possibly the curriculum focus of the organization.

TABLE 5

Attitude Item Averages by Organization and for Total Respondents

Item		FHA	FFA	DECA	VICA	HOSA	FBL	4H	TOTAL
1.	Mean	1.15	1.27	1.34	1.19	1.15	1.15	1.56	1.39
	S.D.	.95	1.10	1.11	.95	1.03	.95	1.00	1.02
2.	Mean	2.34	1.84	2.03	1.63	2.45	2.55	2.45	2.31
	S.D.	.93	1.10	1.17	1.27	.97	.83	.91	1.00
3.	Mean	1.72	1.67	2.00	1.90	1.85	1.90	1.81	1.81
	S.D.	.94	1.40	.84	.79	.92	.84	.93	.93
4.	Mean	1.93	1.49	1.54	1.26	1.60	1.78	2.07	1.86
	S.D.	1.04	1.21	1.19	1.06	1.11	1.03	1.01	1.09
5.	Mean	1.91	1.91	2.00	2.03	2.08	2.08	1.96	1.97
	S.D.	1.01	1.04	1.07	.95	1.04	.99	1.03	1.02
6.	Mean	2.72	2.56	2.64	2.77	2.91	2.81	2.67	2.69
	S.D.	.70	.76	.77	.57	.29	.63	.76	.73
7.	Mean	1.44	1.46	1.32	1.07	1.60	1.22	1.59	1.49
	S.D.	1.08	1.13	1.18	.94	1.13	1.02	1.09	1.10
8.	Mean	2.60	1.84	2.11	2.13	2.27	2.37	2.25	2.19
	S.D.	.59	.84	.89	.76	.89	.75	.76	.80
9.	Mean	2.26	.86	1.23	1.23	1.54	1.51	1.53	1.37
	S.D.	1.05	.94	1.09	1.10	1.08	1.09	1.12	1.10
10.	Mean	1.93	1.93	1.90	2.29	2.01	1.86	1.69	1.81
	S.D.	1.14	1.05	1.14	.90	1.27	1.18	1.25	1.19
11.	Mean	2.60	2.01	2.43	2.23	2.62	2.53	2.47	2.43
	S.D.	.59	.90	.67	.76	.80	.66	.77	.77
12.	Mean	2.26	1.87	1.88	1.93	2.38	2.30	2.32	2.21
	S.D.	1.05	1.12	1.19	1.15	.92	.96	.95	1.03
Total No. Respondents		143	159	91	31	66	131	619	1240

Appendix C provides a table of average responses for each item by sex for all the vocational clubs and the 4-H youth. In some instances, members of one sex in one of the two groups scored somewhat higher or lower than the other group. Though the 4-H youth tended to have slightly higher average scores on many items, the vocational youth had higher average scores on other items. No trends in different attitudes about specific topics or types of behavior were identified.

The following figure indicates the average score by sex for each attitude statement. Females had higher average scores, which demonstrates more liberal or expanded views, for the majority of the items.

On the average, both males and females tended to disagree with the idea that women should pay their share of the cost of a date (item 1). On the question of whether a wife should help support a family (item 3), the average responses of males and females were very similar and were between neutrality and agreement. As groups, males were close to neutral and females disagreed with the statement that there are things boys are capable of learning that girls cannot learn (item 12).

On whether it is as important for females to learn how to earn a living as it is for males (item 6), average responses for both males and females were between mildly agree and strongly agree. Both were positive, with females more so, about the importance of males learning homemaking and child care skills (item 11). In response to item 9, males were more apt to agree that men should be hired or promoted over women, and females tended to be more neutral.

FIGURE 3

ATTITUDE ITEM AVERAGES BY SEX

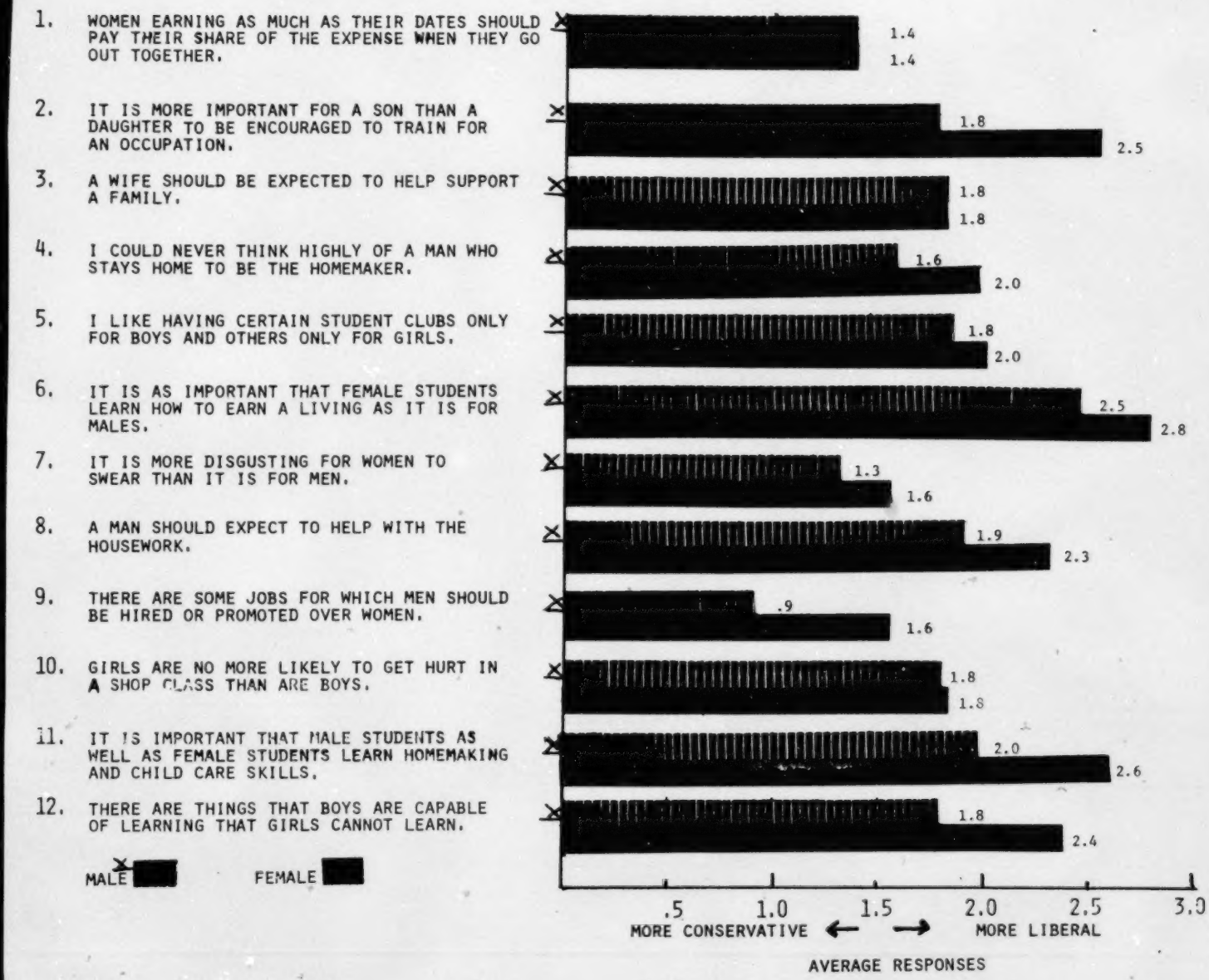

ITEM
1. WOMEN EARNING AS MUCH AS THEIR DATES SHOULD PAY THEIR SHARE OF THE EXPENSE WHEN THEY GO OUT TOGETHER.
1.4
1.4
2. IT IS MORE IMPORTANT FOR A SON THAN A DAUGHTER TO BE ENCOURAGED TO TRAIN FOR AN OCCUPATION.
1.8
2.5
3. A WIFE SHOULD BE EXPECTED TO HELP SUPPORT A FAMILY.
1.8
1.8
4. I COULD NEVER THINK HIGHLY OF A MAN WHO STAYS HOME TO BE THE HOMEMAKER.
1.6
2.0
5. I LIKE HAVING CERTAIN STUDENT CLUBS ONLY FOR BOYS AND OTHERS ONLY FOR GIRLS.
1.8
2.0
6. IT IS AS IMPORTANT THAT FEMALE STUDENTS LEARN HOW TO EARN A LIVING AS IT IS FOR MALES.
2.5
2.8
7. IT IS MORE DISGUSTING FOR WOMEN TO SWEAR THAN IT IS FOR MEN.
1.3
1.6
8. A MAN SHOULD EXPECT TO HELP WITH THE HOUSEWORK.
1.9
2.3
9. THERE ARE SOME JOBS FOR WHICH MEN SHOULD BE HIRED OR PROMOTED OVER WOMEN.
.9
1.6
10. GIRLS ARE NO MORE LIKELY TO GET HURT IN A SHOP CLASS THAN ARE BOYS.
1.8
1.8
11. IT IS IMPORTANT THAT MALE STUDENTS AS WELL AS FEMALE STUDENTS LEARN HOMEMAKING AND CHILD CARE SKILLS.
2.0
2.6
12. THERE ARE THINGS THAT BOYS ARE CAPABLE OF LEARNING THAT GIRLS CANNOT LEARN.
1.8
2.4
MALE
FEMALE
.5
1.0
1.5
2.0
2.5
3.0
MORE CONSERVATIVE
MORE LIBERAL
AVERAGE RESPONSES

Table 6 gives the average totals for males and females on the attitude scale. The difference of 3.83 between their total average scores on the attitude scale is significant (.000 level). Though the average score for males is not in the range of conservative or traditional attitudes, the average score for females is more liberal or expanded.

TABLE 6

AVERAGE ATTITUDE SCALE SCORES BY SEX

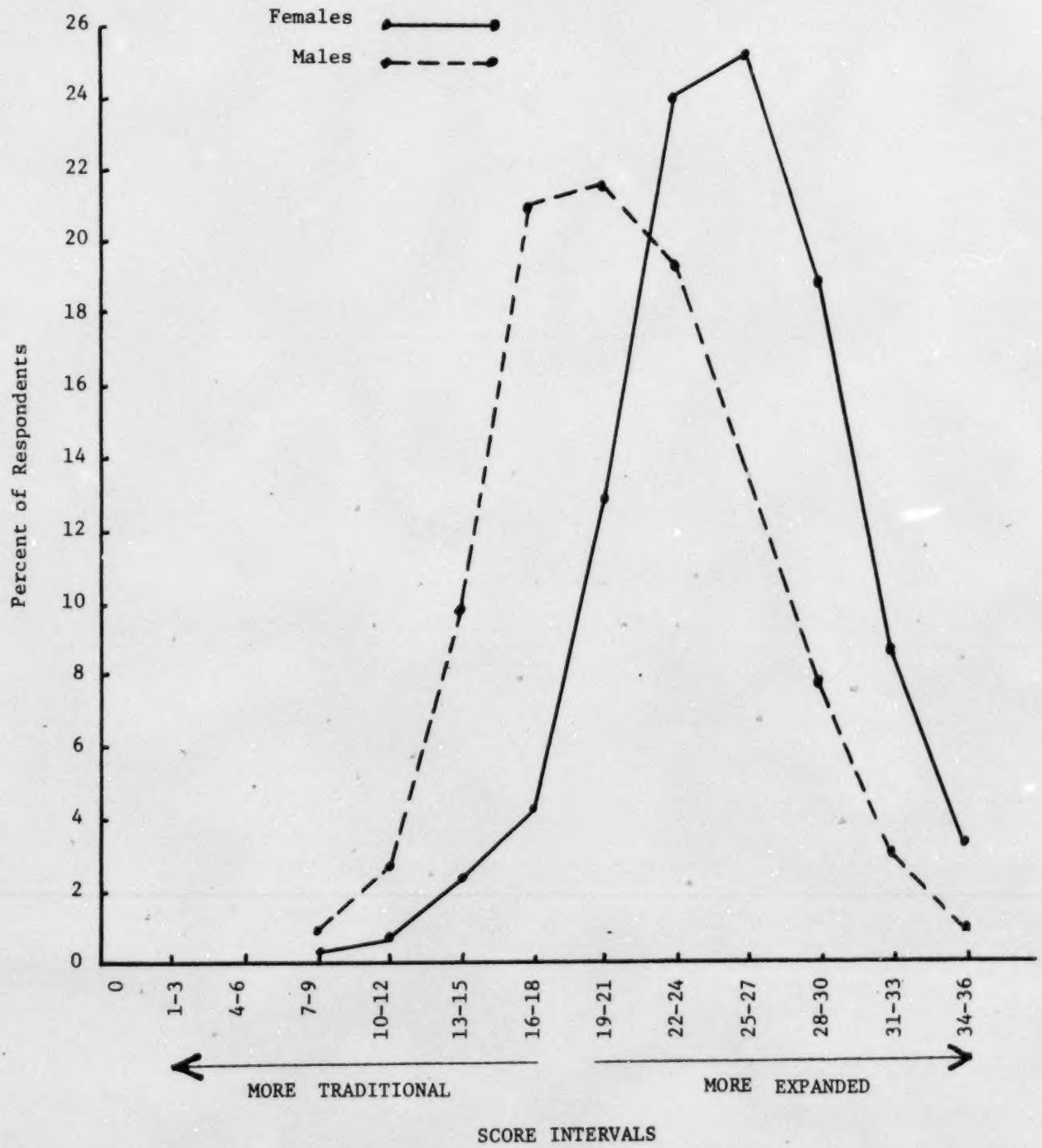
	FEMALES	MALES
AVERAGE SCORE	26.32	22.49*
STANDARD DEVIATION	9.47	11.44
NO. OF RESPONDENTS	862	357

*Chi Square value of 191.20 with 28 d.f., significant at the .000 level.

The following figure shows the percent of interval scores obtained by sex. The graphic presentation of the distributions of scores for males and females demonstrates the more liberal and expanded attitudes of females. More than one third of the males and less than one out of twenty females had total scores in the range of conservative or traditional attitudes. Eighty percent of the females and forty-four percent of the males had total scores that would place them in the range of agreeing with the concept of equality for both sexes (score of 22 or higher).

Figure 4

PERCENT OF RESPONDENTS FOR ATTITUDE INTERVAL SCORES



SUMMARY

Due to the sample and instrument, there are limitations in generalizing about the results of this survey to make conclusions about all youth groups. Still, the findings do have some important implications for adults working with youth. The following findings can be useful in planning programs and activities which will help youth have more realistic expectations for future work and family roles.

On the average, the 1,200 youth who were surveyed responded correctly to six or seven knowledge items about the changing work force and family. They generally had higher scores for items dealing with the family (items 1, 2, 9) than items dealing with work (items 3, 5, 6).

The average group score for the attitude scale fell within the range of mild agreement with the concept of equality for both sexes. The group tended to agree that women need to develop wage earning skills (items 2, 6) and males should help with housework and need homemaking and child care skills (items 8, 11). The group were not in agreement with the two items which proposed the same social behaviors for both sexes (items 1, 7). On the average, responses were between neutral and agree when considering whether a wife should help to support a family (item 3) and whether they could respect a man who stayed home to be the homemaker (item 4).

When responses were considered by sex, males had significantly lower scores on both the knowledge quiz and attitude scale. Males had lower average scores on the majority of knowledge items with the exception of item six; they were more knowledgeable than females about men not reacting negatively to working for a woman.

The average score for females on the attitude score can be classified as slightly above mild agreement with the concept of sex equity; for males,

there was less than mild agreement. Both males and females agreed that it is as important for females as males to learn how to earn a living (item six). Both males and females tended to disagree with the items which proposed the same social behaviors for both males and females (items 1 and 7). Females agreed that a daughter should be encouraged to train for an occupation (item 2), and boys and girls are capable of learning the same things (item 12); males' responses to these items were more neutral.

As adults, we tend to think young people are more liberated and less traditional than their elders. In fact, however, youth are less knowledgeable than adults about changes in the labor force and family.[5] They tend to view the labor force and family in terms of traditional sex-role expectations. This lack of knowledge and the intense peer pressure of adolescence tends to create a climate which encourages sex-stereotyped activities, interests and behaviors among adolescents. And the more adolescents participate in sex-stereotyped activities, the more their sex-stereotyped role expectations are reinforced.

A special challenge faced by adults is to help young men expand their knowledge and expectations relative to changing roles. Numerous projects dealing with sex stereotyping have reported little success in developing positive reactions to the topic among male adolescents. A recent summary of research stated "Attempts to promote change in children's attitudes toward sex roles have had some success with girls, but virtually none with boys."[6] This plus the fact that males are significantly less knowledgeable and significantly less liberal than females in their attitudes about changing roles indicates a need for increased effort in helping adolescent males overcome stereotyped expectations.

Adolescent females who are more knowledgeable and have more liberal attitudes may have expectations for the adult male and female roles different from the expectations of males. These differences can result in

personal and interpersonal conflict, stress and disharmony for both young males and young females as they prepare for and enter into adult career and family roles.

In their role of advising, guiding and teaching youth, adults have the important challenge of helping young people develop more realistic and expanded expectations. Liberating young people from sex-stereotyped expectations can allow members of both sexes to choose and participate in career and family activities according to their own needs and the needs of others.

REFERENCES

1. Entwistle, D.R., and Greenburger, E. "A Survey of Cognitive Styles in Maryland Ninth Grades: View of Women's Roles." Psychological Abstracts, 1971, 46, 4, p. 713.

   Farris, C.J. Expanding Adolescent Role Expectations; Dept. of Community Service Education, College of Human Ecology, Cornell University, Ithaca NY, 1977, p. 45-46.

2. Schlossberg, N.K. and Goodman, J.A. "Women's Place: Children's Sex Stereotyping of Occupations." Vocational Guidance Quarterly, 1972, 2, pp. 25-29.

3. Helmstadter, G. Principles of Psychological Measurement, NY: Appleton-Century-Crofts, Inc., 1964.

4. Dittman, J.K., "Sex-Role Perceptions of N. Dakota Vocational Educators." Paper Presented at Annual Meeting of American Educational Research Association, April, 1977, (New York City).

   Farris, C. "A Pilot Project: In-Service for Reducing Sex Stereotyping in Vocational Education" (Final report) Dept. of Community Service Education, College of Human Ecology, Cornell University, Ithaca, NY 1978.

5. Farris, C.J. "1977-78 In-service Project for Reducing Sex Stereotyping in Vocational Education" (Report in process of being prepared.) Department of Community Service Education, College of Human Ecology, Cornell University, Ithaca, NY.

6. ERIC Newsletter, Vol. II, No. 3, 1978

APPENDIX A

01

YOUTH GROUP SURVEY

CHECK ONE: MALE ____ FEMALE ____ 02

CIRCLE ONE: GRADE: 6 7 8 9 10 03

II I2 ADVISOR

INSTRUCTIONS: THE FOLLOWING ARE EITHER TRUE OR FALSE STATEMENTS ABOUT WORK, FAMILIES, AND THE PLACE OF WOMEN AND MEN IN SOCIETY. PLEASE CIRCLE THE T FOR EACH ONE YOU BELIEVE IS TRUE AND F IF YOU BELIEVE THE STATEMENT IS FALSE.

T	F	1. THREE OUT OF FOUR TEENAGE MARRIAGES END IN DIVORCE.	04
T	F	2. TODAY, MARRIED COUPLES ARE HAVING MORE CHILDREN THAN MARRIED COUPLES DID THIRTY YEARS AGO.	05
T	F	3. THE TYPICAL WOMAN WORKER MAKES 40% LESS MONEY THAN A MAN DOES, EVEN WHEN EACH WORKS FULL TIME.	06
T	F	4. WHEN WIVES ARE EMPLOYED OUTSIDE THE HOME, THEIR HUSBANDS SPEND A GREAT DEAL MORE TIME ON HOUSEHOLD CHORES.	07
T	F	5. MOST UNEMPLOYED MEN DO NOT HAVE THE EDUCATION OR THE SKILLS NEEDED FOR MANY OF THE JOBS WOMEN HAVE.	08
T	F	6. MOST MEN WHO HAVE WORKED FOR A WOMAN SUPERVISOR DO NOT COMPLAIN ABOUT WORKING FOR A WOMAN.	09
T	F	7. MOST WOMEN WHO LEAVE WORK TO HAVE CHILDREN NEVER RETURN TO THEIR JOBS.	10
T	F	8. IN THE PAST TEN YEARS, MORE WOMEN ARE LEAVING WORK FOR MARRIAGE AND CHILDREN.	11
T	F	9. ONE OUT OF EVERY FIVE CHILDREN UNDER EIGHTEEN YEARS OF AGE LIVES WITH ONE RATHER THAN BOTH PARENTS.	12
T	F	10. WOMEN MISS WORK MORE OFTEN THAN MEN DO.	13

INSTRUCTIONS: THE FOLLOWING SENTENCES DESCRIBE ATTITUDES TOWARD MEN AND WOMEN IN SOCIETY THAT DIFFERENT PEOPLE HAVE. THERE ARE NO RIGHT OR WRONG ANSWERS, ONLY OPINIONS. YOU ARE ASKED TO EXPRESS YOUR FEELINGS ABOUT EACH STATEMENT BY INDICATING WHETHER YOU (AS) AGREE STRONGLY, (AM) AGREE MILDLY, (DM) DISAGREE MILDLY, OR (DS) DISAGREE STRONGLY, BY CIRCLING YOUR RESPONSE.

1.	WOMEN EARNING AS MUCH AS THEIR DATES SHOULD PAY THEIR SHARE OF THE EXPENSE WHEN THEY GO OUT TOGETHER.	AS	AM	DM	DS	14
2.	IT IS MORE IMPORTANT FOR A SON THAN A DAUGHTER TO BE ENCOURAGED TO TRAIN FOR AN OCCUPATION.	AS	AM	DM	DS	15
3.	A WIFE SHOULD BE EXPECTED TO HELP SUPPORT A FAMILY.	AS	AM	DM	DS	16
4.	I COULD NEVER THINK HIGHLY OF A MAN WHO STAYS HOME TO BE THE HOMEMAKER.	AS	AM	DM	DS	17
5.	I LIKE HAVING CERTAIN STUDENT CLUBS ONLY FOR BOYS AND OTHERS ONLY FOR GIRLS.	AS	AM	DM	DS	18
6.	IT IS AS IMPORTANT THAT FEMALE STUDENTS LEARN HOW TO EARN A LIVING AS IT IS FOR MALES.	AS	AM	DM	DS	19
7.	IT IS MORE DISGUSTING FOR WOMEN TO SWEAR THAN IT IS FOR MEN.	AS	AM	DM	DS	20
8.	A MAN SHOULD EXPECT TO HELP WITH THE HOUSEWORK.	AS	AM	DM	DS	21
9.	THERE ARE SOME JOBS FOR WHICH MEN SHOULD BE HIRED OR PROMOTED OVER WOMEN.	AS	AM	DM	DS	22
10.	GIRLS ARE NO MORE LIKELY TO GET HURT IN A SHOP CLASS THAN ARE BOYS.	AS	AM	DM	DS	23
11.	IT IS IMPORTANT THAT MALE STUDENTS AS WELL AS FEMALE STUDENTS LEARN HOMEMAKING AND CHILD CARE SKILLS.	AS	AM	DM	DS	24
12.	THERE ARE THINGS THAT BOYS ARE CAPABLE OF LEARNING THAT GIRLS CANNOT LEARN.	AS	AM	DM	DS	25

APPENDIX B

Responses to Knowledge Items
By Sex for Two Organizations

	Item	Vocational Club Members		4H Club Members	
		Males	Females	Males	Females
1.	Mean	.76	.81	.82	.86
	S.D.	.43	.39	.39	.34
2.	$\bar{x}$	.81	.82	.83	.89
	S.D.	.39	.38	.38	.31
3.	$\bar{x}$	.49	.49	.47	.46
	S.D.	.50	.50	.50	.50
4.	$\bar{x}$	.49	.68	.53	.68
	S.D.	.50	.46	.50	.47
5.	$\bar{x}$	.48	.48	.36	.44
	S.D.	.50	.50	.48	.50
6.	$\bar{x}$	.60	.46	.51	.44
	S.D.	.49	.50	.50	.50
7.	$\bar{x}$	.62	.73	.54	.69
	S.D.	.49	.44	.50	.46
8.	$\bar{x}$	.61	.70	.68	.73
	S.D.	.49	.46	.47	.44
9.	$\bar{x}$	.67	.74	.67	.78
	S.D.	.47	.44	.47	.42
10.	$\bar{x}$	.60	.64	.60	.70
	S.D.	.49	.48	.49	.46
	Average Number Responding	206	408	148	450

APPENDIX C

Responses to Attitude Items
By Sex for Two Organizations

Item		Vocational Club Members		4H Club Members	
		Males	Females	Males	Females
1.	Mean	1.27	1.17	1.53	1.58
	S.D.	1.08	.98	1.07	.97
2.	$\bar{x}$	1.72	2.43	1.85	2.65
	S.D.	1.14	.92	1.10	.75
3.	$\bar{x}$	1.79	1.82	1.83	1.81
	S.D.	.99	.89	.97	.92
4.	$\bar{x}$	1.36	1.80	1.87	2.11
	S.D.	1.25	1.04	1.14	.96
5.	$\bar{x}$	1.88	2.04	1.79	2.02
	S.D.	1.05	1.00	1.02	1.02
6.	$\bar{x}$	2.51	2.81	2.39	2.77
	S.D.	.80	.59	.85	.70
7.	$\bar{x}$	1.30	1.42	1.35	1.68
	S.D.	1.10	1.10	1.02	1.10
8.	$\bar{x}$	1.88	2.26	1.94	2.35
	S.D.	.84	.80	.79	.73
9.	$\bar{x}$	.83	1.40	.99	1.70
	S.D.	.95	1.06	1.07	1.09
10.	$\bar{x}$	1.93	1.95	1.57	1.73
	S.D.	1.04	1.18	1.07	1.31
11.	$\bar{x}$	2.02	2.58	1.94	2.63
	S.D.	.85	.66	.93	.63
12.	$\bar{x}$	1.71	2.31	1.88	2.45
	S.D.	1.18	.97	1.05	.88
Average Number Responding		203	404	144	442